

# Quality Consultants New Zealand Limited (QCONZ PTE)

## Self-Review Report 1 November 2024

### Background

The Code of Practice for the pastoral care of domestic tertiary and international learners (The Code) sets out expectations for Private Training Establishments (PTEs) to meet learner safety and wellbeing requirements. QCONZ PTE provides tertiary education for domestic learners and are a signatory to the Outcomes 1 – 4 of The Code. QCONZ PTE does not provide accommodation, however, is developing services to international learners (Outcomes 8-11 of The Code) for pilot in 2025.

As part of The Code requirements, QCONZ undertakes self-assessment activities during the year and specifically evaluates our education provision against The Code Outcomes:

- Outcome 1: A learner wellbeing and safety system
- Outcome 2: Learner voice
- Outcome 3: Safe, inclusive, supportive and accessible physical and digital learning environments
- Outcome 4: Learners are safe and well

New

- Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners
- Outcome 9: Prospective international tertiary learners are well informed
- Outcome 10: Offer, enrolment, contracts, insurance and visa
- Outcome 11: Internationals learners receive appropriate orientations, information and advice

### Background

QCONZ was founded in 1999 and provide consultancy, audit, training and digital services to primary industries. We design and deliver bespoke vocational training for industry and NZ government bodies, and work closely with our provider, Training Centric Limited, to deliver face-to-face formal and non-formal training. We aim to provide learning experiences that are timely, accurate and relevant for our industries.

We achieved Category 1 status with NZQA in 2022 and work to continually improve our service provision. We significantly reduced our number of learners in 2023 which has enabled us to concentrate provision from enrolment to completion, with full control over programme content and resources.

In 2025 we are developing resources to provide for a subset of international learners who are recommended for training via industry and NZ government bodies. We are currently undergoing the code development and application processes for these learners. Learning will be between 2 and 5 days (no more than one week spent with us on New Zealand soil) Our summary reflects this stage of development.

Actions identified as part of the 2024 self-reviewed will be audited as part of the annual 9001 Business Division audit.



## Self-review Summary

### TEO information

|                           |                                 |  |     |                        |            |
|---------------------------|---------------------------------|--|-----|------------------------|------------|
| <b>TEO Name</b>           | Quality Consultants New Zealand |  |     | <b>MoE number</b>      | 7128       |
| <b>Code contact</b>       | <b>Name</b>                     | Tyree Connor   |     | <b>Job title</b>       | Manager    |
|                           | <b>Email</b>                    | <a href="mailto:tyree@trainingcentric.co.nz">tyree@trainingcentric.co.nz</a> |     | <b>Phone number</b>    | 0274424578 |
| <b>Current enrolments</b> | <b>Domestic learners</b>        | <b>Total #</b>   | #81 | <b>18 y/o or older</b> | #81        |
|                           |                                 |  |     | <b>Under 18 y/o</b>    | #0         |
|                           | <b>International learners</b>   | <b>Total #</b>   | #0  | <b>18 y/o or older</b> | #0         |
|                           |                                 |  |     | <b>Under 18 y/o</b>    | #0         |
| <b>Current residents</b>  | <b>Domestic learners</b>        | <b>Total #</b>   | #81 | <b>18 y/o or older</b> | #81        |
|                           |                                 |  |     | <b>Under 18 y/o</b>    | #0         |
|                           | <b>International learners</b>   | <b>Total #</b>   | #0  | <b>18 y/o or older</b> | #0         |
|                           |                                 |  |     | <b>Under 18 y/o</b>    | #          |
| <b>Report author</b>      | Tyree Connor                    |  |     |                        |            |

## Stage of implementation for each outcome

Indicate the stage of implementation that most reflects your organisation's current level of understanding and practice for each outcome, based on the continuum provided in Appendix 1.

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

|  | Rating      |
|--|-------------|
| <b>Outcome 1:</b><br>A learner wellbeing and safety system | Implemented |
| <b>Outcome 2:</b><br>Learner voice                         | Implemented |

### Wellbeing and safety practices for all tertiary providers

|   | Rating      |
|---|-------------|
| <b>Outcome 3:</b><br>Safe, inclusive, supportive, and accessible physical and digital learning environments | Implemented |
| <b>Outcome 4:</b><br>Learners are safe and well   | Implemented |

## Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

|   | Rating     |
|---|------------|
| <b>Outcome 8:</b><br>Responding to the distinct wellbeing and safety needs of international tertiary learners | Developing |
| <b>Outcome 9:</b><br>Prospective international tertiary learners are well informed                            | Developing |
| <b>Outcome 10:</b><br>Offer, enrolment, contracts, insurance and visa   | Developing |
| <b>Outcome 11:</b><br>International learners receive appropriate orientations, information and advice         | Developing |

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

|  | <b>Summary of performance based on gathered information</b> (i.e. how effectively is your organisation doing what it needs to be doing?)   | <b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)   |
|--|--|--|
| <b>Outcome 1:</b><br>A learner wellbeing and safety system | <p>QCONZ have an inclusive system to provide a structure of support for our learners. This system includes strategic goals to underpin our intentions, standard operating policies/procedures, tutor and learner resources and forms, quality meetings, quality manual, health and safety manual, communication documents, reporting/feedback/review processes and very close collaboration with our industry stakeholders.</p> <p>Inclusion of Māori learning theories, workbooks with support sections, published supports, website, course introductions and assessment feedback/review system.</p> <p>Our tutors are involved in grass roots industry and bring both tutoring and Subject Matter expertise to their delivery. They understand the requirements for equality in the classroom and the diversity they may encounter that is different to their own. Our tutors represent and reflect significant diversity to our learners including LGBT, Dyslexia, Aspergers, ADHD, age range from 30s-60s, mix of gender.</p> <p>We continue to grow and evolve our understanding of learner wellbeing and safety, which ensures we continually improve our quality in this area.</p> <p>2024 No critical incidents on workshops, no complaints received.</p> | <p>Strategic plans and goals, SOPs include:</p> <ul style="list-style-type: none"> <li>• Code of Ethics</li> <li>• Health and Safety</li> <li>• Code Self Review</li> <li>• Annual PTE Activities</li> <li>• Complaint Appeal and Dispute</li> <li>• Conflict of Interest</li> <li>• External Moderation</li> <li>• International Student Contract of Enrolment</li> <li>• International Student Marketing Information</li> <li>• International Students</li> <li>• Māori world view</li> <li>• Recording Maintaining and Storing information</li> <li>• Release of Private Information</li> <li>• Student Support</li> </ul> <p>Audit reports (ISO standards and requirements), Enrolment form and processes, Stakeholder meeting notes including NZMPTA Council and learner liaison, Form reports and subsequent actions including pastoral care, Learner handbook includes:</p> <ul style="list-style-type: none"> <li>• Special needs</li> <li>• Quality assurance</li> <li>• Guarantee</li> <li>• Logistical information</li> <li>• RPL/RCC</li> <li>• International Students section</li> <li>• Appeal results</li> <li>• Assessments and academic integrity</li> <li>• Assessment procedures</li> </ul> |

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|  | <p>We are currently extending our tutor resources in this area.</p> <p>Two learners assisted during distressing personal situations whilst their courses were ongoing. Those learners were given extended durations and ultimately completed.</p> | <ul style="list-style-type: none"> <li>• Cross credits and credit transfer</li> <li>• Reassessment</li> <li>• Withdrawing</li> <li>• Distance learning</li> <li>• Support services</li> <li>• Formal complaints/appeals</li> <li>• Code of conduct</li> <li>• Disciplinary process</li> </ul> <p>Tutor handbook includes:</p> <ul style="list-style-type: none"> <li>• Wellbeing, health and safety</li> <li>• Learner Pastoral care</li> <li>• Administration and reporting</li> <li>• Course feedback</li> <li>• Student quick information support</li> <li>• Moderation</li> </ul> <p>Tutor library includes:</p> <ul style="list-style-type: none"> <li>• SOPs</li> <li>• Tutor Handbook</li> <li>• Learner Handbook</li> <li>• Code of Practice</li> <li>• Strategic Plans and Goals</li> <li>• Wellbeing and safety resources</li> </ul> <p>learner progression and achievement</p> |
|--|---|---|

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| <p><b>Outcome 2:</b><br/>Learner voice</p> | <p>QCONZ and tutors work closely with industry bodies, employers and staff/trainees. We go above and beyond to provide supporting learning opportunities for both formal and non-formal delivery – in part because:</p> <ul style="list-style-type: none"> <li>• We understand the importance of incorporating learner voice into everything we do and have had significant success over the past 4 years of the code.</li> <li>• As industry auditors we need to provide the solutions (as well as the standards)</li> <li>• As New Zealand industry representatives on the international stage we need to provide information and learning opportunities to diverse cultures, enabling them to apply in their own countries.</li> <li>• We see the results of education systems that don't meet the needs of the learners and work with learners to provide a positive, progressive education experience.</li> </ul> <p>Reducing barriers to learning engagement and progression is an important part of this and they include:</p> <ul style="list-style-type: none"> <li>• QCONZ do not charge students for late submissions, resubmissions, alternative course attendance.</li> <li>• Tutors are available to the students after course delivery until they have completed (no charge and no time limit on tutor support).</li> <li>• Verbal assessment is provided free for students with assessment/writing difficulties.</li> </ul> | <p>QCONZ is actively involved in:</p> <ul style="list-style-type: none"> <li>• industry good projects (partners include Fonterra, DairyNZ, Ministry of Primary Industries),</li> <li>• on-farm quality consultations, on-farm side by side quality and milking efficiency training,</li> <li>• workshop block courses (2-5 days),</li> <li>• industry initiatives in wellbeing, health and safety (2023 ACC Back Strain Solutions, Milking Efficiency Development and training, Reducing compliance stress with digital solutions),</li> <li>• Fieldays award winning innovations (for two areas: reducing compliance; worker wellbeing).</li> <li>• Stakeholder engagement, learner feedback (surveys, workbook pilots and direct),</li> <li>• ITENZ engagement groups,</li> </ul> <p>We apply specific learnings from:</p> <ul style="list-style-type: none"> <li>• Māori Learner Success Project 2022</li> <li>• 10 habits of phenomenal educations for Pacific Learners 2021</li> <li>• Beyond Tuakana Teina 2024</li> <li>• Pasifika Success As Pasifika 2014</li> <li>• Eastern BOP Maori Cluster programme (milking efficiency +)</li> <li>• Taurikura NZ presentation QCONZ Conference</li> <li>• BOP Maori Cluster</li> <li>• ITENZ Māori Engagement Group (co-chair position)</li> <li>• Meetings and consultation with Māori advisors (continual)</li> <li>• Meetings and consultation with NZMPTA (industry body)</li> <li>• Assessment, workbook and programme development (learner feedback sought direct from past and current learners)</li> <li>• Complaint and feedback system with actions and quality improvements.</li> </ul> |
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|  | <ul style="list-style-type: none"> <li>Learners receive resources in several formats including verbal, digital, workshop, workbooks, manuals (online and printed)</li> </ul> <p>Our tutors work in the same industries as the learners – this helps reduce barriers related to jargon, industry knowledge and learners identifying with the content/delivery of the course.</p> |  |
|--|---|--|

### Wellbeing and safety practices for all tertiary providers

|   | Summary of performance based on gathered information (i.e. how effectively is your organisation doing what it needs to be doing?)  | How do you know? (i.e. note supporting evidence with analysis to make sense of what it means)   |
|---|--|---|
| <p><b>Outcome 3:</b><br/>Safe, inclusive, supportive, and accessible physical and digital learning environments</p> | <p>QCONZ has in place quality and values that promote a safe, inclusive and supporting learning environment. We achieved a year of no critical incidents in workshops and no complaints. We have Quality Manual, Health and Safety and SOPs designed to provide for safe learning environments (for both tutor and learner).</p> <p>Our feedback has been positive, with significant engagement during assessment, workbook and programme reviews. We have implemented all learner improvement suggestions for our assessments and workbooks. Programme reviews are still underway.</p> <p>Physical environments are continually audited. Post-course feedback is requested from all learners which includes feedback on facilities.</p> <p>Purpose built facility in Palmerston North has received new carpet (reducing trip hazard) and maintenance to all milking machines. Hazards are clearly identified. Course inductions, learner handbook and workbooks include information on supports available.</p> <p>Digital learning is on the Virtual Coach system available pre-course online and during the MMT block course in custom built course laptops.</p> | <p>Course reports, maintenance records, MMT intro video, learner feedback, industry feedback, complaint records. Continued improvements to induction processes, tutor resources.</p> <p>Course welcome/introduction with information on workshop environment, expectations, health and safety, learner supports. Learners are industry employers and have industry knowledge of health and safety/work environments prior to attending our workshops – health and safety is reiterated on site with walk-through inductions when learners are in workshops involving machinery.</p> <p>Example: Online tutor delivery HACCP Auditor Training, maximum of 5 participants – via zoom. Pre-course information and instructions sent prior to course including how to join online and downloading Adobe Acrobat. Courses opened half hour before, the pre-course tutor introduction, support introduction, Adobe document training, overview of marking system, expectations of all stakeholders. Course times, breaks and progression are discussed and agreed with learner(s). Course starts with delivery of PowerPoint content, breakout discussions,</p> |

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|   | <p>USBs are provided to learners with course resources, digital manuals, and course/learner information.</p> <p>All digital resources are reviewed to ensure inclusive language is used and they easily accessed by all learners.</p> <p>We continually engage with learners to understand their needs on course and during assessment periods.</p> <p>All block course content was updated this year.</p> <p>Assessments for Small Drinking-Water Supplies course were updated after direct feedback from learners and tutor following first two courses – significant improvements were made.</p>   | <p>learners encouraged to provide examples and scenarios for discussion, assessment overview. Learners’ complete assessments offline with option of online or phone tutor support. This course achieved 100% course completion within duration in 2024.</p> <p>In 2025 we will build on our Māori Learner Success Project (2022) to identify further areas of improvement for this outcome. Specifically, tutor pre-course introductions which reduced the nervousness of learners attending a new course – how can we extend this? – how can we improve learner confidence in their new surroundings?</p>   |
| <p><b>Outcome 4:</b><br/>Learners are safe and well</p> | <p>QCONZ staff, providers and tutors provide opportunities for learners in a safe learning environment. We provide pre-course information, workbooks and course information designed to reduce learner nerves when joining a new cohort, and ensure they understand both the expectations and pathways to success.</p> <p>We do not provide accommodation.</p> <p>Learners are asked for dietary issues/preferences for the healthy lunch provided at workshop days. Tutor phone numbers are in course information, to enable learners to contact the tutor out of delivery times if they have an issue or need support.</p> <p>Appropriate enrolment information is passed onto the tutors prior to the course starts.</p> <p>External resources/contacts are provided in course workbooks, learner handbook and website.</p> <p>Tutors have processes and information to help them provide a safe learning environment. Tutors are backed up by management – with any critical incidences supported immediately.</p> <p>New tutor resources are currently under development to ensure tutors feel supported. Many of our tutors have been long time deliverers of our courses – and improvements in tutor supports has been highlighted as a 2025 initiative.</p> | <p>Learner handbook, tutor handbook, workbooks, course information/introduction, website.</p> <p>Learner progression – opportunities to stop and reenrol at a later date (not extra charge) if personal issue interrupts their course, plus opportunities to extend deadlines.</p> <p>Tutor handbook and internal SOPs.</p> <p>Online non-formal learning options for learners who cannot complete a full course due to personal reasons (including physical access, too busy for full, only specific pieces of learning are required).</p> <p>Delivery moderation for each tutor (once per year).</p> <p>Assessment moderation (external, education body and internal).</p> <p>Complaint system (no complaints this year), tutor reports, learner feedback (post course and assessment feedback).</p> |

**Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners**

|   | <b>Summary of performance based on gathered information</b><br>(i.e. how effectively is your organisation doing what it needs to be doing?)   | <b>How do you know?</b> (i.e. note supporting evidence with analysis to make sense of what it means)  |
|---|---|---|
| <b>Outcome 8:</b><br>Responding to the distinct wellbeing and safety needs of international tertiary learners | Pilot for 2025.<br>QCONZ has provided non-formal learning opportunities over the past 20 years – predominately via MPI and MFAT. These have predominately been for Dairy Industry Milk Quality and Milking Efficiencies.<br>Include development of sister company in Brazil, Thai Government, Indian Government, other South East Asian countries and peoples e.g. Myanmar.<br><br>We have been asked to provide international student delivery for NZ Milking and Pumping Trade Assn. Specifically, the Milking Machine Testing Course in 2025. Application currently with NZQA.<br><br>We have started engagement with ITENZ International Provider Community and Education New Zealand for advice and support. | Standard operating policies/procedures<br>Enrolment form<br>International support person direct contact pre and post course<br>Tutor Engagement<br>Course feedback form |
| <b>Outcome 9:</b><br>Prospective international tertiary learners are well informed                            | Feedback from industry – four Australian representatives providing feedback on delivery model and content, and context with Australian industry will ensure we can provide learners with appropriate information prior to and during enrolment process.<br>Information from ITENZ International Providers Community. Continual improvement process to be put in place with review of comms and information prior to each course delivery.   | Under development:<br>Marketing comms<br>Acceptance Letter<br>Learner Handbook<br>Course Workbooks and course information<br>Website                                    |

|   |   |   |
|---|---|---|
| <p><b>Outcome 10:</b><br/>Offer, enrolment, contracts, insurance and visa</p>                             | <p>Under development.<br/>No student charges for this work and not via Agents. Industry body or Government Body will recommend students and cover costs for delivery.</p>   | <p>Acceptance Letter, Enrolment Form, Contract of Enrolment, We are developing both insurance and visa information. Meetings with ImmigrationNZ and EducationNZ in December.<br/>Enrolment form<br/>Contract of Enrolment<br/>Learner handbook<br/>Welcome email<br/>Direct contact by International student support person</p> |
| <p><b>Outcome 11:</b> International learners receive appropriate orientations, information and advice</p> | <p>Learners will receive information on travelling within New Zealand, Visa requirements (If appropriate), their destination and the supports available there, links to further supports for studying in New Zealand.</p> | <p>SOPs<br/>Enrolment form<br/>Contract of Enrolment<br/>Learner Handbook<br/>Course Welcome and information including location information</p>   |

## Findings from gap analysis of compliance with key required processes

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

|  | Identified gaps in compliance with key required processes   |
|--|---|
| <b>Outcome 1:</b><br>A learner wellbeing and safety system | There is need for continued addition of supports/information and updating of documents. We learn from course provision and engagement with learners with actions developed from direct and indirect feedback/review channels. We are also looking for other avenues to understand impacts and provide supports. |
| <b>Outcome 2:</b> Learner voice                            | Introduction of an annual learner feedback for programme and content development. Specifically, feedback sought from graduates for the improvement of learning outcomes.<br>Code specific Tutor training and focus on reporting (February 2025) with tutor questionnaire follow up.                             |

### Wellbeing and safety practices for all tertiary providers

|   | Identified gaps in compliance with key required processes   |
|---|---|
| <b>Outcome 3:</b><br>Safe, inclusive, supportive, and accessible physical and digital learning environments | New tutor resources under development re identification and inclusion of diverse learners.<br>New library resources to be written/updated and linked to further online resources. |
| <b>Outcome 4:</b> Learners are safe and well  | New tutor resources under development for addition to online Library.<br>Continued improvement of supports in place for tutors and learners.                                      |

**Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners**

|   | <b>Identified gaps in compliance with key required processes</b>  |
|---|---|
| <b>Outcome 8:</b><br>Responding to the distinct wellbeing and safety needs of international tertiary learners | Pilot International Students in 2025, implement robust feedback and review with all stakeholders.<br>Feedback and review developed and placed |
| <b>Outcome 9:</b><br>Prospective international tertiary learners are well informed                            | Pilot International Students in 2025, implement robust feedback and review with all stakeholders.<br>Feedback and review developed and placed |
| <b>Outcome 10:</b> Offer, enrolment, contracts, insurance and visa  | Pilot International Students in 2025, implement robust feedback and review with all stakeholders.<br>Feedback and review developed and placed |
| <b>Outcome 11:</b><br>International learners receive appropriate orientations, information and advice         | Pilot International Students in 2025, implement robust feedback and review with all stakeholders.<br>Feedback and review developed and placed |

## Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

|   | Action/s to be taken   | Owner          | Due date                           | Plan for monitoring implementation  | Measures of success   |
|---|--|----------------|------------------------------------|---|---|
| <b>Outcome 1:<br/>A learner wellbeing and safety system</b> | Extended wellbeing supports for international students   | PTE Management | January 2025                       | Website and pre course information updated, Tutor Handbook updated, Tutor Library updated.  | All updates by end of January 2025.   |
|   | Annual year-in-review meetings with tutors.  | PTE Management | February 2025                      | Meetings held by mid February.  | Meeting held.   |
|   | Include new wellbeing and safety question in Industry questionnaire.<br><br>New tutor resource library updated with welfare, health information and cultural competencies, rural professional. | PTE Management | February 2025<br><br>February 2025 | Questions added into NZMPTA questionnaire.<br><br>November release of new library resources, additional resources added over Dec/Jan 25 | Received feedback on questions.<br><br>Resources published in online library. |

|                                     |  |                |               |  |  |
|-------------------------------------|--|----------------|---------------|--|--|
| <b>Outcome 2:<br/>Learner voice</b> | Introduction of an annual learner feedback for programme and content development. Specifically, feedback sought from graduates for the improvement of learning outcomes. | PTE Management | July 2025     | First have delivery feedback received. Learners contacted to encourage participation. Feedback survey sent by end of July 2025 | At least a 10% response rate from learners.          |
|                                     | Code specific Tutor training and focus on reporting with tutor questionnaire follow up.  | PTE Management | February 2025 | Tutors decide delivery model with open feedback process in place.  | Training Held on time with completed questionnaires. |

## Wellbeing and safety practices for all tertiary providers

|  | Action/s to be taken                               | Owner          | Due date     | Plan for monitoring implementation                   | Measures of success                                   |
|--|--|----------------|--------------|--|---|
| <b>Outcome 3:<br/>Safe, inclusive, supportive, and</b> | International student supports introduced.         | PTE Management | January 2025 | International student actions and outcomes achieved. | All SOPS, tutor resources, learner resources created. |
| <b>Outcome 4: Learners are safe and well</b>           | New tutor resource for identifying risks, pathways | PTE Management | January 2025 | Feedback in Feb tutor meeting.                       | Resource published in library January 2025.           |
|  | New tutor resource protecting learners and staff   | PTE Management | January 2025 | Feedback in Feb tutor meeting.                       | Resource published in library January 2025.           |



## Additional wellbeing and safety practices for tertiary providers (signatories) enrolling international learners

|  | Action/s to be taken   | Owner          | Due date      | Plan for monitoring implementation  | Measures of success  |
|--|--|----------------|---------------|---|--|
| <b>Outcome 8:<br/>Responding to the distinct wellbeing and safety needs of international tertiary learners</b> | Extend critical incident and emergency procedures to include actions for response to emergencies involving international students. | PTE Management | January 2024  | Included in QMS audit agenda for January 2024 meeting.  | Procedures added to SOP, Tutor Handbook and Tutor Library.                     |
|  | Tutor training for International Student Wellbeing   |                | December 2024 | Training held pre Christmas.  | Training held with feedback from tutor.  |
| <b>Outcome 9:</b>  | Create International Student pre-course questionnaire and post-course questionnaire, online review discussion.                     | PTE Manager    | January 2025  | Nov/December 2024 online discussion with Australian Vets and MMT reps.<br>January Create questionnaire for industry feedback. | Questionnaires created by end of January 2025 for enrolments in February 2025. |
|  | Create Tutor Introduction video for International Students   | PTE Management | January 2024  | Draft outline due December 2024.  | Video prepared prior to first pilot.   |

|  |  |                |              |  |  |
|--|--|----------------|--------------|--|--|
| <b>Prospective international tertiary learners are well informed</b> |  |                |              | Additional filming Jan 2025  |  |
|  | Insurance and visa requirements are advised to learners              | PTE Management | January 2024 | Seek input from ImmigrationNZ and EducationNZ. Information sheet created to be included with enrolment info. | Sheet is included in Enrolment info and welcome email (attachment or embedded) |
| <b>Outcome 10: Offer, enrolment, contracts, insurance and visa</b>   | Create SOP for reporting breaches to ImmigrationNZ.                  | PTE Management | January 2025 | Consult with ImmigrationNZ in December 2024 and create SOP.  | SOP Created  |
|  | Create SOP for notifying Immigration NZ of terminations of enrolment | PTE Management | January 2025 | Consult with ImmigrationNZ in December 2024 and create SOP.  | SOP Created.   |
|  |  |                |              |  |  |
| <b>Outcome 11: International learners receive appropriate</b>        | New enrolment process in place and pilot run.                        | PTE Management | March 2025   | Enrolments received, learners sent information and phone contacted.  | Feedback sought from first pilot international students.                       |